

Understanding the World: RE within EYFS

National Curriculum Links/Skills – Beliefs and teachings (from various religions), Values (in your own life and others lives), Time to reflect and personal growth, how beliefs are expressed, rituals, ceremonies and lifestyles (from various religions)

| EYFS | Key questions | Key Vocabulary | Outcomes - What children will know, remember and do |
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| <p>Understanding the World (The Natural World) Children know about similarities and differences in relation to places and objects</p> <p>Understanding the World (People, Culture and Communities) Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Personal, Social and Emotional Development (Building relationship, Self-Regulation and Managing Self) Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Personal, Social and Emotional Development (Managing Self) Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Personal, Social and Emotional Development (Building Relationships) Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> | <p>Diwali Christmas Hanukah, Chinese New Year, Ramadan/Eid , Holi</p> <p>What is.....?</p> <p>Who celebrates?</p> <p>Why do we celebrate?</p> <p>How do you celebrate.....? What happens during?</p> <p>Is there a special food, song or activities related to this festival or celebration?</p> <p>Do people wear different clothes for this festival or celebration?</p> <p>What makes me unique?</p> <p>Why do I feel when we celebrate?</p> <p>What are my values?</p> <p>What is important to me and others?</p> | <p>Similarities, values, differences, the same, Diwali Christmas Hanukah, Chinese New Year, Ramadan/Eid</p> <p>Rituals, lifestyles, ceremonies, belief, celebration, festival, cloths, light</p> <p>activities, family, religion, growth, personal, beliefs, extended family, rituals, ceremonies, lifestyle, tradition, expectation, teachings, dressing up, music, food, Church, Gurdwara, Mosque, Synagogue, Sikhs, Christians, Jews, languages, candle, lights</p> | <p>We encourage children to develop their understanding of this area of learning through learning about;</p> <ul style="list-style-type: none"> • Identify things that are important in their lives; • What makes me unique; • Celebrating similarities and differences • Ask questions about the puzzling aspects of life; • Understand that there are similarities and differences between people. • Festivals and celebrations • Religions – Christianity, Islam, Sikhism, Muslims, Judaism, etc • Stories from other cultures • Stories from around the world |